

Middle School of Pacolet

850 Sunny Acres Rd.
Pacolet, SC 29372

Grades	6-8 Middle School	
Enrollment	214 Students	
Principal	Cynthia D. James	864-279-6600
Superintendent	Dr. James O. Ray	864-279-6000
Board Chair	Mr. Eddie Dearybury	864-279-6000

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	At-Risk
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

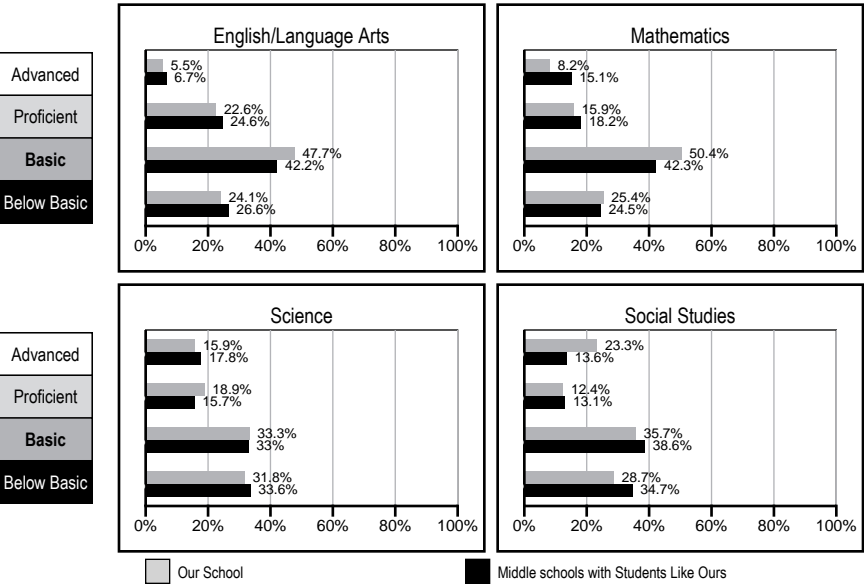
98%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	17	22	2

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	97.6
English 1	0	96.6
Physical Science	0	59.2
All Subjects	100.0	96.9

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=214)				
Students enrolled in high school credit courses (grades 7 & 8)	22.9%	Up from 13.7%	22.7%	19.4%
Retention rate	0.5%	No Change	1.5%	1.8%
Attendance rate	96.1%	Up from 96.0%	95.9%	95.8%
Eligible for gifted and talented	21.6%	Up from 21.2%	19.2%	15.3%
With disabilities other than speech	15.9%	Up from 13.1%	13.6%	12.9%
Older than usual for grade	0.9%	Down from 1.3%	2.5%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	60.0%	Up from 33.3%	58.0%	55.0%
Continuing contract teachers	53.3%	Down from 66.7%	75.9%	70.6%
Teachers with emergency or provisional certificates	9.1%	Up from 8.3%	4.3%	5.4%
Teachers returning from previous year	76.2%	Down from 78.6%	86.7%	83.4%
Teacher attendance rate	96.5%	Down from 97.0%	95.2%	94.9%
Average teacher salary	\$41,880	Up 4.0%	\$45,121	\$44,706
Professional development days/teacher	14.2 days	Up from 12.9 days	12.3 days	11.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 17.9 to 1	22.3 to 1	20.1 to 1
Prime instructional time	89.9%	Down from 91.4%	89.3%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.4%	98.9%	98.0%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil*	\$9,305	Up 4.0%	\$6,770	\$7,097
Percent of expenditures for instruction*	48.3%	Down from 51.8%	63.6%	64.4%
Percent of expenditures for teacher salaries*	45.6%	Up from 42.8%	59.4%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

With our theme "On Common Ground," the faculty, staff, students, and administration at Middle School of Pacolet continued the 2007-2008 school year where the previous year left off, with much to celebrate.

Setting high academic goals, we continue to see our students rise to high expectations and exceed their potential. Three of our eighth grade students were recognized as Junior Scholars. For the second straight year, 100% of our students passed the Algebra 1 End of Course (EOC) exam, while 95% of our students met at least one of their MAP target goals.

While strong academics are of the utmost importance, our middle school students must also learn how to be productive in society. During the first seven weeks of school, character education classes focused on those traits that make strong citizens. These sessions were taught in our single-gender focus groups.

The academic arena was not the only area where MSP met goals. While we are small in numbers, we are large in heart, and our boys' basketball team proved that this year as they won the Foothills Conference championship. Our band program had a student selected to the All Region Band and had 17 participants in the Solo/Ensemble competition bring home 4 superior and 7 excellent ratings.

Not only was our school family "On Common Ground," our community shared this vision with us also. In addition to established programs and in conjunction with Pacolet Elementary School, we hosted a breakfast for ministers in the surrounding area. This meeting was the "New Beginning" of a partnership we hope to foster next year.

Making its debut last year, our Indian Headlines earned an honorable mention from the South Carolina Public Relations Association. Beginning the third year of implementation, our SPEARs Reward Program continued to provide students with recognition for "doing the right thing."

Parental and community support of our school continues to flourish and provide our students with the support system needed during these crucial developmental years toward adulthood. MSP will continue to strive toward excellence for each child.

Cynthia James, Principal
Jean Littlejohn, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	17	73	29
Percent satisfied with learning environment	100.0%	79.5%	89.7%
Percent satisfied with social and physical environment	100.0%	80.8%	86.2%
Percent satisfied with school-home relations	76.5%	86.3%	75.9%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 9 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	206	100	24.1	47.7	22.6	5.5	43.7	50.5	48.2	No	Yes
Gender											
Male	113	100	30.6	50.5	18	0.9	33.3	44.3	41.7	N/A	N/A
Female	93	100	15.9	44.3	28.4	11.4	56.8	57.8	55	N/A	N/A
Racial/Ethnic Group											
White	170	100	19.5	49.4	24.4	6.7	47.6	54.3	60	Yes	Yes
African American	32	100	51.6	35.5	12.9	0	25.8	34.7	31.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	72.7	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	35	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	32	100	76.7	20	3.3	0	3.3	17.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	37	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	108	100	32.7	47.1	19.2	1	34.6	40.1	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	206	100	27.6	50.3	13.1	9	37.7	41.8	45.8	No	Yes
Gender											
Male	113	100	31.5	45	16.2	7.2	36	41	45.6	N/A	N/A
Female	93	100	22.7	56.8	9.1	11.4	39.8	42.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	170	100	23.8	51.2	14.6	10.4	42.1	46.3	59	Yes	Yes
African American	32	100	51.6	41.9	3.2	3.2	12.9	22.1	26.9	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	72.7	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	30	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	32	100	66.7	26.7	6.7	0	10	15.2	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	30.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	108	100	37.5	51.9	8.7	1.9	25	30.3	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	136	100	31.8	33.3	18.9	15.9	34.8	39.3	35.7	96.1	96.2
Gender											
Male	83	100	37.8	31.7	13.4	17.1	30.5	40.7	37.4	95.7	96.1
Female	53	100	22	36	28	14	42	37.5	33.8	96.5	96.5
Racial/Ethnic Group											
White	110	100	27.1	34.6	19.6	18.7	38.3	43.7	49.2	96	96.1
African American	22	100	61.9	23.8	14.3	0	14.3	19.6	17	96.4	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	98.9	97.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	37	24.9	97.5	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	97
Disability Status											
Disabled	27	100	76	16	4	4	8	16.6	14	94.8	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	24	24.4	97.5	97.9
Socio-Economic Status											
Subsided meals	72	100	40	34.3	17.1	8.6	25.7	28.3	21.1	95.1	95.6

Social Studies

All Students	135	100	28.7	35.7	12.4	23.3	35.7	32.5	34	96.1	96.2
Gender											
Male	69	100	29.9	26.9	17.9	25.4	43.3	37	36.6	95.7	96.1
Female	66	100	27.4	45.2	6.5	21	27.4	27.6	31.3	96.5	96.5
Racial/Ethnic Group											
White	109	100	24	37.5	13.5	25	38.5	35.9	44.5	96	96.1
African American	23	100	54.5	31.8	0	13.6	13.6	13.8	19.1	96.4	96.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98.9	97.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	38.5	27.5	97.5	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	97
Disability Status											
Disabled	18	100	62.5	25	12.5	0	12.5	13.2	14.4	94.8	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	30.6	27.3	97.5	97.9
Socio-Economic Status											
Subsided meals	69	100	35.4	38.5	9.2	16.9	26.2	24.1	21	95.1	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	68	100	23.3	38.3	33.3	5	38.3
	7	69	100	19.7	51.5	27.3	1.5	28.8
	8	80	100	15.4	51.3	28.2	5.1	33.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	65	100	15.6	45.3	26.6	12.5	39.1
	7	65	100	25.8	46.8	24.2	3.2	27.4
	8	76	100	30.1	50.7	17.8	1.4	19.2
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	68	100	25	40	26.7	8.3	35
	7	69	100	18.2	47	24.2	10.6	34.8
	8	80	100	20.5	60.3	12.8	6.4	19.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	65	100	18.8	40.6	23.4	17.2	40.6
	7	65	100	24.2	53.2	11.3	11.3	22.6
	8	76	100	38.4	56.2	5.5	0	5.5
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	35	100	25.8	45.2	9.7	19.4	29
	7	69	100	27.3	42.4	15.2	15.2	30.3
	8	41	100	22	43.9	19.5	14.6	34.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	33	100	37.5	18.8	18.8	25	43.8
	7	65	100	25.8	40.3	21	12.9	33.9
	8	38	100	36.8	34.2	15.8	13.2	28.9
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	33	100	20.7	34.5	24.1	20.7	44.8
	7	69	100	39.4	33.3	10.6	16.7	27.3
	8	38	100	33.3	52.8	11.1	2.8	13.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	32	100	9.4	25	12.5	53.1	65.6
	7	65	100	37.1	35.5	8.1	19.4	27.4
	8	38	100	31.4	45.7	20	2.9	22.9

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample